DA 10-2128
Released: November 8, 2010
WIRELINE COMPETITION BUREAU ANNOUNCES APPLICATION DEADLINE FOR THE
E-RATE DEPLOYED UBIQUITOUSLY (EDU) 2011 PILOT PROGRAM
WC Docket No. 10-222
Application Deadline: December 17, 2010

Applicant Wireless Program*.* On the date the **Sixth Report and Order** was adopted (September 23, 2010), eligible for applicants with the intent or have already implemented or begun the process of implementing a program to provide off-premise connectivity to students or library patrons through the use of portable wireless devices.

This funding only relates to support for wireless, off-premises connectivity service, and not the purchase of devices or equipment, such as mobile broadband cards, smartphones, or digital textbooks. Schools and Libraries Sixth Report and Order at paras. 46, 50.

To be considered for the EDU2011 funding, applicants must address the application requirements listed below and submit their applications to the Commission **on or before December 17, 2010**. Applications that do not address all the requirements or are filed after the deadline date will not be considered for the EDU2011 funding. EDU2011 Application

EDU2011 Application Filing Procedures:
Eligible schools and libraries may submit their applications either (1) by using the Commission's Electronic Comment Filing System (ECFS) or (2) by filing paper copies. All applications submitted as part of the EDU2011 pilot program must refer to WC Docket No. 10-222. § Electronic Filers: Applications may be filed electronically using the Internet by accessing the ECFS: http://fjallfoss.fcc.gov/ecfs2/.

♦ Paper Filers: Filings can be sent by hand or messenger delivery, by commercial overnight courier, or by first-class or overnight U.S. Postal Service mail. All filings must be addressed to the Commission's Secretary, Office of the Secretary, Federal Communications Commission.

♦ All hand-delivered or messenger-delivered paper filings for the Commission's Secretary must be delivered to FCC Headquarters at 445 12th St., SW, Room TW-A325, Washington, DC 20554. The filing hours are 8:00 a.m. to 7:00 p.m. All hand deliveries must be held together with rubber bands or fasteners. Any envelopes must be disposed of before entering the building.

♦ Commercial overnight mail (other than U.S. Postal Service Express Mail and Priority Mail) must be sent to 9300 East Hampton Drive, Capitol Heights, MD 20743.

♦ U.S. Postal Service first-class, Express, and Priority mail must be addressed to 445 12th Street, SW, Washington DC 20554.

Eligible schools and libraries may also send a courtesy copy of their filing via email to EDU2011pilot@fcc.gov or by mail to Regina Brown, Telecommunications Access Policy Division

EDU2011 Application Requirements:

Application Length. Applications shall be no longer than 20 pages including any exhibits. Any relevant technology planning documents (*see* number 8, below), however, do not count toward the 20 page limit. The Commission will not review any application that is greater than 20 pages in length.

Required Information (all applicants). The application must contain the following information for all applicants:

(1) a full description of the current or planned Applicant Wireless Program, including but not limited to:

a. the nature of the Applicant Wireless Program, including the extent to which the use of connectivity is interactive and utilizes the Internet.

Scales Technology Academy would like to continue and expand upon our current program to support Internet connectivity for our students at home. For the past two years, we have had, through a corporate partner, 54 wireless cards available for student checkout to support our students in their quest for global connectivity and knowledge. The connectivity is interactive and will be used in student homes. 75% of the student use of computers would need Internet connectivity.

b. how long the Applicant Wireless Program has been in operation and the mobile wireless device(s) being used,

Currently Scales Technology Academy is in its third year of our wireless checkout program. We currently utilize Sprint Sierra Wireless Compass 597 cards.

c. a description of any technical issues associated with implementing the Applicant Wireless Program, including an analysis of any problems with the availability of wireless access to students or patrons off the school or library premises and how those issues are being or will be addressed by the school or library,

The major technical hurdle does not involve the wireless cards, but more battery life of our current laptops (due to be replaced in the 2011-2012 school year). A survey of our student population showed that less than 10% of students have connectivity in their homes. These statistics are what drove the creation of our current wireless checkout program. Currently, on campus, students have ubiquitous access (a wireless mesh network) across the campus.

d. what training has been or will be provided to teachers, librarians, students or parents to implement the Applicant Wireless Program, and

We have employed a "*Train the Trainers*" in teaching students how to use the wireless access cards. Student are trained in the use and care of the cards.

e. the extent to which the Applicant Wireless Program is integrated with federal, Tribal, state, regional or local governmental or non-profit initiatives to achieve educational or community access outcomes;

This wireless Applicant Program is a great complement to our current State/Federal grant, 21st Century Community Learning Centers (5 year, $500,000 grant) whose aim is to provide after-school opportunities for at-risk students and parents through a multitude

of after school programs targeted at academic enrichment and proactive measure to educate parents.

(2) the poverty level based on the percentage of students eligible for a free or reduced price lunch under the national school lunch program (NSLP) or a federally approved alternative mechanism, and the current discount rate of the school or library;

The economic climate and its impact on Scales Technology Academy families necessitates the urgency for this grant. With 85% of our families on Free and Reduced Lunch, education is the most important venue to push forth an agenda for change and life-long learning. Due to poverty and low income, many of our families are trapped in a cycle of living that they cannot escape, due to lack of education and familial support.

Resources in the neighborhood are overwhelmed with people who need, but understaffed with people to serve and educate. Our Boys and Girls Club, which is just down the street, is a prime example. So many of our students and families rely on that as an after school program. The Boys and Girls club, while well intentioned, is understaffed to meet the needs of all of the people who rely on them. Scales Technology as an after school alternative would complement the Boys and Girls Club and provide a structured alternative to their drop-in programs. We could collaborate on delivery of services and advertising programs. We could provide more educational programs while they meet students/families' other needs.

With the awarding of this grant, we would break the cycle of poverty and help to elevate our families into a true community connected of learners.

As a school with a high rate of poverty (85%), we are not looking at the "deficit mentality" that implies that we will not be successful because of the socioeconomic status of our families. We are looking at the "opportunist mentality" that drives us to look for every opportunity to provide additional resources for our children, families, and staff to overcome environmental factors so that everyone will experience academic and social success. We continue to "beat the bushes" to look for ways to innovate and stay on the leading edge of great pedagogy, so that our students who "have not" (due to poverty and family income) are empowered to be a part of the "haves".

Through this Grant, we will be able to build on our existing resources and technology and become a formidable force in education. We will be a leader in cutting edge ideas to improve and accelerate student learning. Our model will be easy to replicate (with the right attitude, personnel, and hard work). At Scales Technology Academy we look at comprehensive plans and ideas that fit well with our students, staff, and resources. All of the after-school activities are a natural extension of our current pedagogical model and "just work." We are never pleased with the status quo and, like good educators, monitor and adjust as necessary when students, staff, programs, budgets, and/or technology changes. The key to our success (and our data shows continued growth year over year) is due to hard work, determination, involvement (staff, students, parents, community/business), and **flexibility**. As a school, and more importantly, an institution of 21st Century Learners, we continue to innovate and dream, to ensure that we provide the best learning opportunities for all at Scales Technology Academy. As educators, and people, it is easy to cast stones and look for reasons to not be successful. We take the old adage of casting stones and put it in a different light. ***Stones that we see in the path to success, we take and build strong foundations so that we have an insurmountable establishment of skills, ideas, and programs that cannot and will not be crushed. Internet connectivity will open up the world for our students.***

(3) the financial need of the school or library, including any additional budgetary hardships, notwithstanding the school or library's current discount rate;

As a school, we are in dire need of ways to offer Internet connectivity for our students when they are at home. Every student is provided with a laptop (kindergarten through 5th grade). The upper grades take their laptops home, but are limited with what they can do because of laptop connectivity. Currently there is no district funding for Internet connectivity off premise, so Scales Technology Academy constantly looks for ways to fund this opportunity for our students. For two years, our partner Sprint donated 54 wireless cards and services. This year, we no longer had that luxury, so we now self-fund utilizing grant funds from our 21st Century Learning Center grant, the number of cards has scaled down due to cost.

(4) all costs, including those eligible for E-rate support and those not eligible for E-rate support, associated with implementing the Applicant Wireless Program, including but not limited to costs for equipment such as e-readers or laptops, access and connection charges, teacher training, librarian training, or student/parent training;

Cost-300 wireless cards- (ineligible for E-Rate support) = \$3,000.00 (300 * \$100).
Monthly service- 300 * \$49.99 = \$14,997.00 * .21 (79% reimbursement) = \$3149.37
Service for one year- 12 months * \$3149.37 = \$37,792.44

(5) the committed school or library resources available to implement the entire Applicant Wireless Program, including whether those funds are from the school or library's general budget or from an outside funding source;

Scales Technology Academy has had one computer for every child for the past three years. We have been fortunate to have 54 wireless cards for students to check out the past two years. The cards and service were donated by our partner, Sprint. This year, Scales Technology Academy it utilizing 21st Century Community Learning Center funds to continue to provide home connectivity for some of our students.

(6) the effect EDU2011 support for off-premise connectivity is likely to have upon the school's or library's projects;

The support of off-premise connectivity will definitely enhance and extend the learning for all of our children. We have a partner who has offered a program called Sokikom (http://www.sokikom.com - currently through a research grant with the US Department of Education) to all of our students. It is a fantastic program that used logic to determine levels for kids and helps them learn math, number sense, fractions, and decimals. This has been offered to every child, and the data has shown tremendous gains when the students utilize the program with fidelity. The program is engaging, powerful, and students opt to use this rather than video games. However, this program needs Internet connectivity to work. The off-premise connectivity will support this and our other programs which are spelled out in the objectives.

(7) an analysis of the cost-effectiveness of the current or planned Applicant Wireless Program as compared to the use of other types of technology that would also meet the Program's objectives;

There aren't other options that would meet the program objectives to support student connectivity at home (other than providing a wired connection in each home, which is not realistic).

(8) any relevant technology planning documents and, if applicable, a statement of long-term objectives for the Program;

See the attached TD#3 Technology Plan.

The long term objectives for this program are to make a seem-less connection between home and school. The connection cards bridge the Digital Divide and provide our students with opportunities in their home which they otherwise would not have.

(9) a description of the specific measures taken, or that will be taken, to ensure compliance with the Children's Internet Protection Act and measures to protect against waste, fraud, and abuse; and

The connectivity cards will use the built in filtering software of the connectivity cards. All areas will be enabled, so that the surfing environment is safe. In addition, before laptops and wireless cards go home, parents are required to participate in a face-to-face training in regards to responsibilities in taking the equipment home (see next question for School agreement). Parents commit to constant supervision when children are using the laptops.

(10) a description of internal policies and enforcement procedures governing acceptable use of the wireless devices used in the Program off the school or library's premises.

Introduction

We are pleased to offer our students the use of their own personal laptop as an instructional resource, and as a medium for enriched learning. Students and their families must follow the guidelines established for appropriate care and use. Misuse of the computer will result in the withdrawal of this privilege at the school's discretion. Intentional or neglectful disregard for equipment resulting in damage or loss will be the responsibility of the student and their family. Inappropriate use may result in cancellation of permission to use the laptop and appropriate disciplinary action up to and including expulsion. In addition, the student/parents *may be held responsible* for paying for the time of a technician (or on-staff personnel) who is required to restore a laptop to working condition if the laptop has been modified in violation of the stated rules for computer use.

Students of Scales Technology Academy will have access to the district computer network resources, electronic mail and the Internet. To use these resources, all students must sign and return this form. Parents, please read and complete this document carefully, review its contents with your son/daughter, and sign and where appropriate. Any questions or concerns about this permission form, or any aspect of the computer network, should be referred to your school's administration.

A copy of Tempe Elementary School District #3 electronic information services (EIS) policy regarding student access to networked information resources, and this document are available on the Scales Technology Academy website: www.scalestechnologyacademy.org

Guidelines: General Use

Users are not allowed to do the following unless given permission by the classroom teacher:

- Change the local configuration of the desktop, including:
  - Wallpaper or color of the desktop
  - Sceen Saver
- Indiscriminate printing (multiple pages without permission)

Users are not allowed to do the following unless given permission by an administrator:

- Store and/or install files on the laptop including Freeware, shareware, public domain, or any other software
- Install and / or play personal music, videos, or games
- Use unauthorized programs installed on the laptop

- Use sites other than those appropriate for school (including chatrooms, and sites like MySpace)
- Use any logon and password other than your User Acount

Change configuration files

Food and drink may not be consumed next to or near the computer or keyboard.

General Network Use

The network is provided for students to conduct research, complete assignments, communicate, and collaborate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Access is a privilege - not a right. As such, general school rules for behavior and communications apply and users must comply with district standards and honor the agreements they have signed. Beyond the clarification of such standards, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on the district server, or on this computer, will be private. Participating in any of the following is prohibited and may result in recommended expulsion:

- Infiltrating computer system security for testing or troubleshooting without the Network Administrator's permission
- Accessing, modifying or tampering with information or files which you do not have permission
- Intentional introduction and/or distribution of virus programs to workstations or servers.
- Intentional tampering with another's laptop, files, and/or projects.

Internet / World Wide Web / E-mail Access

Access to the Internet and e-mail will enable students to use thousands of libraries and databases. Within reason, freedom of speech and access to information will be honored. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. Filtering software is in use, but no filtering system is capable of blocking 100% of the inappropriate material available on the Internet.

Staff, students, and parents should be aware that certain offenses carried out through the internet could result in the involvement of State or Federal authorities and that Scales Technology Academy will cooperate fully with those authorities

We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, Scales Technology Academy support and respect each family's right to decide whether or not to apply for access.

Publishing to the World Wide Web
Student work may be considered for publication on the World Wide Web, on Scales Technology Academy web site, or to the district's web site. Such publishing requires parent/guardian permission

Unidentified photos of students may be published on school websites, illustrating student projects and achievements. **If you do not want your child's photo to be published on the web site**, please indicate this on the RESTRICTION OF RELEASE OF INFORMATION, which can be found in Scales Technology Academy Student Handbook.

Use of the Laptops: Classroom:
The rules applying to the use of computers in school apply to the use of computers taken home. All settings must remain as they were configuredllanebac when the laptop was checked out. Problems with the laptops are to be reported to the assigning teacher immediately upon return.

Security
 Students and parents should be aware of the following:
* All laptops are subject to random searches of Internet history by both the school and the district
* Certain offenses carried out through the Internet could result in the involvement of State or Federal authorities. Scales Technology Academy will cooperate fully with those authorities
* Laptops will be equipped with a tracking device in the event that the machine is lost or stolen. This device is able to provide the exact location of the laptop, allowing the proper authority the ability to retrieve the equipment.

Proper handling / Classroom Transfer
Students should carry the laptop with two hands at all times when moving to and from their desk to the laptop cart, between other classrooms, and when used at home. If the laptops are being transported to the home by a walking student, or in a car or the bus, they are to remain in their laptop carrier until they reach their destination. Students must know where their laptop is at all times.

Check-in and Check-out Procedures

Check-out: At the end of the school day, teachers must take inventory of the materials that will be exiting the classroom. Check-out procedures for Kindergarten and First Grade will not begin at the start of the school year, but will be implemented after a review of the procedures, student training, and instruction in the use of the computer has been assessed. Teachers in Kindergarten and First grade **will not** check out materials to a student unless a parent is present and follows sign-out procedures.

The following is a list of highly recommended checkout procedures a teacher should follow at the end of the day:
* Teachers will use a checkout roster form to indicate whether a student will be taking a laptop or a power cord home.
* Upon requesting check-out privileges of materials, students will sign a student checkout form, indicating they are taking materials and that they understand the possibility of lost privileges if they neglect to return the materials in the same condition the next day.

- Teachers will collect the student checkout forms as evidence that the student has agreed to take materials with the understanding that they will return them in the same condition.
- Student checkout forms will be used to check-in materials the following day.

Check-in:
The following check-in guidelines have been established in order for staff to maximize operational efficiency of laptops:

- Students must bring laptops to school fully charged.
- Teachers must maintain inventory of computer materials exiting and entering the classroom by utilizing the student check-in form and class check-in roster form.
- During daily inspections, students or teachers must immediately report damages such as scratches, stains, cracks, or system malfunctions to the school administrator.
- Teachers must load and lock computers into the mobile cart at lunchtime to maintain computer availability throughout the day.

Students should understand it is their responsibility to maintain the quality of their equipment. Failure to comply with these guidelines will result in the loss of computer privileges for the amount of time necessary to resolve the problem. For example, a student who neglects to bring his/or her laptop to school charged, **will lose** their computer privileges for the school day. In the event that a student damages their laptop, they will be forced to participate in the classroom **without a replacement** for the period of time their laptop is being repaired.

Use of the Laptops: Off Site

Home:
Policies for home use of the laptops are the same as those for use at Scales: All settings must remain as they were when the laptop was checked out. Problems with the laptops are to be reported
immediately to the assigning teacher upon return to Scales. The laptop is an educational tool provided to the students of Scales Technology Academy, and may *only* be used by Scales' students. Laptops may not be used by the students' siblings, relatives, friends, or visitors to the home.

Security
 Students and parents should be aware of the following:
- All laptops are subject to random searches of Internet history by both the school and the district
- Certain offenses carried out through the Internet could result in the involvement of State or Federal authorities. Scales Technology Academy will cooperate fully with those authorities
- ***Laptops will be equipped with a tracking device in the event that the machine is lost or stolen. This device is able to provide the exact location of the laptop, allowing the proper authority the ability to retrieve the equipment.***

The Boys and Girls Club:
Upon arrival at the Boys and Girls Club, students are expected to see that their laptop is placed in a secure place by a staff member of the Club. Laptops are to remain in the carrier, until the student returns home.

Student Network/Internet User Agreement & Parent Permission Form
To use networked resources, all students and their parents / guardians must sign and return this form. The activities listed below are not permitted:
- Sending or displaying offensive messages or pictures
- Using obscene language
- Giving personal information, such as complete name, phone number, address or identifiable photo, without permission from teacher and parent or guardian
- Harassing, insulting or attacking others
- Damaging or modifying computers, computer systems or computer networks
- Violating copyright laws
- Using others' passwords
- Trespassing in others' folders, work or files
- Intentionally wasting limited resources

Violations may result in a loss of access as well as other disciplinary or legal action

Student User Agreement:
As a user of the Scales Technology Academy computer network, I hereby agree to comply with the statements and expectations outlined in this document and to honor all relevant laws and restrictions.   (Initial appropriate items)

_____ **agree to use the network responsibly**
_____ **grant permission to have my materials published to the World Wide Web**

Student Signature
_____Date:_____

Parent/Guardian Permission:
All students are provided with access to district computer resources. In addition to accessing our district computer network, as the parent or legal guardian, I grant permission for the above named student to: (Initial appropriate items)

_____ **access the Internet and e-mail systems**
_____ **have his/her materials published to the World Wide Web**

These permissions are granted for an indefinite period of time, unless otherwise requested. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use - setting and conveying standards for my daughter or son to follow when selecting, sharing or exploring information and media.

Parent Signature _____
Date:_____

Required Information (schools only). The applications filed by schools also must contain the following information:

(1) the location of the school;
1115 West Fifth St
Tempe, AZ 85281

(2) the name of the school applicant, along with a complete list of the individual schools that will be served, including their billed entity numbers;
Scales Technology Academy

(3) a description of the school district or school, including the type of school, such as private, public, charter, or other special type of school;
Scales Technology Academy is a leading Arizona school in the area of technology integration with the purpose of providing a balance of core knowledge and 21st century skills in developing students into global citizens who will live productively in an ever-increasing digital world. Integrated into this concept of technological proficiency is the purpose of establishing the critical connections between academic achievement, community involvement, and the belief that students need to connect classroom content with real life situations and problem solving.

The Vision of Scales Technology Academy is to provide a learning environment that will excite and engage students. Our teachers provide lessons that combine traditional teaching and technology integration.

Scales Technology Academy, located in a low-income neighborhood (85% of students qualifying for Free and Reduced lunch status), serves an itinerant, predominantly Hispanic population with the English Language Learners comprising 35% of the school (more than double the state average of 14%). The school prides itself on the diversity of the population with each child bringing their own strengths and cultural identities. Scales Technology Academy is located in Arizona State University's "Backyard" less than 2 miles from campus. The school has developed many community partnerships that enhance learning opportunities for all. Scales has entered into a 3-year partnership with Intel, as an Intel Connected to Schools, school. This has brought a wealth of resources, including over 200 volunteers, extra support and resources, and development of many academic programs to enrich our curriculum. The evolution from a Professional Development School to a school with a specialization around technology has helped to increase enrollment by close to 100 students. Scales Technology Academy prides itself on the ability to nurture "digital natives", providing all of the technology tools students need to be successful in the 21st Century. Students at Scales Technology Academy will be well-rounded innovators and leaders.

The school is a brand new, state-of-the-art facility, reconstructed on the same site as the previous Scales School. The new building was redesigned for the purpose of providing effective, enriched academic instruction with the integration of one-to-one technology. Our vision statement highlights our school's passionate commitment to combine a discrete focus on 21st century student outcomes with innovative teaching strategies, techniques, and cutting-edge technology proficiencies.

(4) a description of the Program's curriculum objectives, the grade levels included, and the number of students and teachers involved and/or being served as part of the program; and

This would program would support our students in grades 2-5 who take their laptops home. That is approximately 300 students. The following are curriculum objectives for our students.

Academic Objective1.1 -Literacy: With the end goal of passing or exceeding on their AIMS reading test, 3rd, 4th, and 5th grade students will be identified as "Intensive," or "Strategic," and placed into corresponding groups. The Intervention curriculum will address the components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary. Instruction will be tailored during these Intervention Sessions, and will be explicit and systematic. The lessons will include guided practice, corrective feedback, and frequent cumulative review. Lesson plans will incorporate SIOP strategies to increase achievement among ELL students. Intervention materials include ***Read Naturally***, the ***Six-Minute Solution, and Read Well 2*** programs. Read Well 2 is a program that is assessment driven, providing students multiple entry points, and varied formats for differentiation. Read Well units are thematically based and sounds and words used in decoding instruction are linked to the unit's stories, enhancing students' ability to make meaningful connections. Tips for English Language Learners are part of each unit. Students will meet for Literacy/Fluency Intervention three times a week, two hours on one day, and one hour on two days, throughout the year.

Academic Objective1.2 -Fluency: Progress monitoring for fluency will occur twice a week throughout the year, and the data collected will be used to identify students needing additional instruction. Grouping will be readjusted according to collected data, and recommendations for teachers to follow for on-going assessment of fluency growth and comprehension will be implemented. The NRP (National Reading Panel) identified rereading, and instant peer feedback as important research-based practices in building fluency. The ***Six-Minute Solution*** has these two best practices at its foundation.

Academic Objective 1.3-Math Interventions: With the end goal of exceeding on their AIMS Math test, 3rd, 4th, and 5th grade students will be identified as "Approaching," or "Meets," and placed into corresponding groups. Instruction will be explicit and systematic. The lessons will include providing models of proficient problem solving of thought processes, guided practice, corrective feedback, and frequent cumulative review. Teachers will provide clear models for problem solving using an array of examples. Students will receive extensive guided practice in the use of newly learned strategies and skills. Opportunities for students to discuss procedures and reasoning will be provided along with extensive feedback. Student progress is monitored throughout. Regular assessments will strive to ensure that students possess the foundational skills and conceptual knowledge necessary for attaining grade level proficiencies. Interventions will also include time to build fluid retrieval of basic math facts. Intervention materials selected to assist in this process will include the ***MacRo Math***, and the ***Accelerated Math Programs***. Accelerated Math allows the teacher to create individualized practice assignments. After scoring the assignment, the software generates a report showing student progress in mastering the objective as well as information about problems answered correctly and incorrectly. **Math Interventions** will take place three times a week, two hours on two days, one hour on one day, throughout the year.

Youth Development 2.1 -Saturday School Technology Sessions: Instructors for Saturday School will be the same teachers who work with the students during the regular school day. Students (grades 2nd through 5th) will have the opportunity to participate in Saturday School with the objective of creating electronic portfolios. Students will demonstrate technology proficiencies and curriculum integration throughout the contents of their portfolio. Examples of student work will be created via an assortment of applications, and will be assessed according to the National Education Technology Standards and Performance Indicators. Components will include

documents in Word, graphing in Excel, examples of Digital Storytelling in iMovies, podcasting in GarageBand, and ComicLife with science and language arts themes. Saturday School takes place for two hours each Saturday throughout the year.

Youth Development 2.1 *Enrichment* **-Saturday School Geocaching Sessions**: For enrichment, students have the opportunity to integrate math, science, and writing skills along with their developing technology proficiencies in *Saturday School's Geocaching Program*. Geocaching is an engaging activity that combines physical activity and mental stimulation. Participants will integrate science, math and writing skills. Students will learn how to use a GPS system, and digital cameras, and then journal the activity and activity outcomes. This program will follow the Saturday Technology (ePortfolios) class, and students will be able to participate in both programs. Parents are invited to attend this program. Geocaching Sessions will take place on Saturdays once a month for two hours each session throughout the year.

Youth Development 2.2 -Art Integration The National Association of State Board of Education states, "There is a preponderance of evidence that arts education matters. Students who study and participate in the arts do substantially better than those who do not on almost every academic measure. Students in grade levels 1st, and 2nd (Session 2), and grades 3rd through 5th (Session 1), will integrate math and language arts skills through introduction to Art Masters (O'Keefe, Van Gogh, Matisse, Mondrian, Pollock, and Picasso), the Elements of Art and Principles of Design, critical viewing skills, and self and peer evaluations. Students in Session 1 will also have the opportunity to work with clay in the *Empty Bowls Project*. They will join with independent potters, high school, middle school, and elementary school children to create handmade glazed bowls to donate to the Empty Bowls Project, which in turn, will offer the proceeds they bring in to the United Food Bank. Art Integration classes will take place once a week for two hours throughout the school year.

Family Engagement 3.1 Early Literacy-Preschoolers & Parents- Parents and their preschoolers are invited into Scales' Library for an introduction into the literacy process with exposure to an interactive, multimedia program called *BookFlix*. This research-based program includes 85 pairs of classical fictional video storybooks and nonfiction eBooks that reinforce reading skills and assist in the development of real-world knowledge. A Reading Specialist and the school Librarian will work with the parent and child, introduce the selections, and guide the pair with the development of reading and computer skills. Pairing fictional with non-fictional stories help to build background knowledge and with an introduction to content area learning. Sessions will include a lesson introduction through stories, rhymes, and songs. Mini-lessons will include a variety of learning methods (audio, visual, and kinesthetic) through the use of technology, reading traditional print books, singing, and using physical movement. Parents will experience the joy of sharing in the beginning literacy process with their child. These classes will occur once a week, for thirty minutes, during the school day on Fridays throughout the school year.

Family Engagement 3.2 ASU's American Dream Academy -*Session 1*
A.S.U.'s American Dream Academy Parent Education Program is based on curriculum developed by the Parent Institute for Quality Education. This parent program incorporates an environment in which parents and teachers collaborate to transform the educational environment at home and at school. Through ADA, parents are given the skills to guide their children through K-12th grades and into higher education. This school-based intervention provides training that will assist parents in becoming effective advocates and partners in their children's education.

The Dream Academy Parent Involvement program is offered once a week for 9 weeks. The

classes run for 90 minutes, but will actually be scheduled for 2 hours to accommodate parents coming in and time to answer questions before and after each class.

During the nine weeks, parent activities and outcomes will address the following:
- -ways to support their children's education at home
- -ways to support their child's emotional development
- -ways to steer their children away from risks like gangs, drugs, sex
- -ways to communicate with teachers
- -how the school system functions
- -what resources are available for their children
- -what steps must be taken to help their children go to college

The School Liaison will continue to provide tutorial and supplemental lessons based on the curriculum from the Parent Institute for Quality Education. Parents have the opportunity to work with her, check out materials, and to develop the skills needed to empower parents to provide an educational environment for their students at home. The nine classes will be offered twice: once in the morning and once in the evening to accommodate parents' schedules. The School Liaison will open up the family resource center once a week for 2-hours of structured extension activities. Parents will be able to utilize computers for research and educational learning. This will allow them to further enhance their skills and also improve their literacy so they will be able to better support their children and families. Parents will gain valuable job skills by refining their own technology skills. Parents will also develop projects to support their American Dream Academy endeavors and also help to develop marketing materials to attract other parents and students to 21st Century Community Learning Center opportunities.

Family Engagement 3.3 Saturday School Technology Classes
Parents of the students attending the Saturday School ePortfolio class will be invited to participate in the product development of their own electronic portfolio. Their child, in addition to Saturday School staff, will serve as an instructor in the process. Having parents gain an understanding of the technology proficiencies that are being required of their students, will assist in their awareness of the skills needed by the students as 21st century students. As their child serves as a facilitator, parents gain an understanding of the importance of acquiring technological skills as a path towards success in many career and workplace environments.

The parent component of Saturday School will take place during both *Session 1 & 2* on Saturdays, September through April, 23rd, 2 hours per class).

(5) a summary of any data collected by the school on Program outcomes and achievement of Program objectives.
These objectives will not be a supplemental program, but an extension to our central vision and mission of meeting each child's achievement and social goals. This is so evident that the goals are the same as our regular school day goals. Learning is imperative and is the central premise behind any endeavor at Scales Technology Academy. Technology and lifelong learning (for student and parent alike) are driving forces for engagement and academic learning. All participants will be empowered to understand and master best learning practices. The curriculum will be standards based and follow the Tempe Elementary School District Curriculum Map to ensure continuous alignment. As with all that is done at Scales, we will continue to monitor and adjust programmatic needs based on data collection. This will be apparent in each of the following programs:

Literacy/Fluency Interventions Program- The Literacy Intervention Program content is directly aligned with the State Reading Standards, with a specific focus on providing differentiated reading instruction for all students based on assessments of student's current reading level.

Differentiated instruction including varying time, content, and degree of support and scaffolding will be provided.

Math Interventions Program- MacRo Math offers professional development classes for staff with interactive, engaging strategies to reinforce state standards. It also provides for principal training for effective weekly classroom visits, and ensures parent involvement in the MacRo Math activities. All materials for instruction and application are extensively researched by the Rodel Foundation to be grade level appropriate and aligned with the Arizona Math Strands. A Morning Math session will be available for students unable to attend after school, or who need extra instructional one-to-one tutorials.

Arts Integration Program- The National Association of State Board of Education states, "There is a preponderance of evidence that arts education matters. Students who study and participate in the arts do substantially better than those who do not on almost every academic measure." Research also supports the understanding that they explore the cultural areas and expressive aspects of peoples' lives that are at the center of what it means to be human. Instruction will be provided by a teacher trained in *Discipline Based Art Education*. Content is derived primarily from the disciplines of aesthetics, art criticism, art history, and art production. Our school is partnering with *ARTs Elementary Education Program* next year, and we will have ASU students and interns in our classrooms to implement an art program that will seek to enhance academic learning, and to develop imagination and intuition as modes of knowing. Professional development will be provided to the staff to assist in embedding the arts as a medium for academic growth. Lesson plans from this program will supplement the Art Integration Program.

Early Literacy-Preschoolers &Parents Program- Program activities reinforce early reading skills, including vocabulary development and telling the difference between fact and fiction. 21 book pairs are in Spanish to support English language learners. For children from low-resource backgrounds, a literacy-rich preschool experience with a skilled and engaged teacher can make all the difference—it can offset risk factors and lay the groundwork for lifelong academic success. A Reading Specialist, a Language Arts coach, and the school librarian will serve as guides and facilitators to ensure effective early literacy instruction. Parents will have the opportunity to continue the learning at home with prepared materials, and "take-home' packets of vocabulary and instructional reading strategies.

Saturday School E-portfolios help students become critical thinkers and aid in the development of their writing and multimedia communication skills. E-portfolios can help students learn information and technology literacy skills and how to use digital media. Beyond academic evidence, they give students the opportunity to create a digitized showcase of their work and skills that can be presented to their families, and their learning community. All of the assigned work, in all applications is tied to academic content and standards. The multimedia products are also aligned to the National Education Technology standards and Performance Indicators.

Saturday School Geocaching- Technology is an essential component of daily living in the twenty-first century. The challenge, then, for teachers, is to use technology effectively in classrooms to help students take ownership for learning and develop the practical and critical thinking skills necessary to better understand the world around them. To meet this challenge, teachers can use an emerging technology tool, GPS receivers, and an emerging GPS-based activity, geocaching, to transform their classrooms from teacher-centered environments to exciting, empowering, exploratory environments that focus on student engagement in the learning process. Using technology tools, the Internet, global positioning systems, Google Earth, teachers

instill in their students a curiosity about mathematics, science, geography, journaling, and help prepare them to become global citizens. The International Society for Technology in Education (ISTE, 2006) maintains that traditional educational practices no longer provide students with all the necessary skills for survival in today's world. They believe that today's students must apply strategies for solving problems using appropriate tools for learning, collaborating, and communicating. Further, they suggest that teachers seek to create new learning environments that facilitate such strategies. Geocaching will provide students with engaging activities they can share with other students, their families, and Scales staff.

Applicants must also apply for E-rate funding by following the regular E-rate program rules. Specifically, in addition to the information requested above, eligible schools and libraries must submit an FCC Form 471 application to USAC during the regular application window. We direct applicants to file an FCC Form 471 application specifically for the wireless connectivity services to be used off-premises as part of the program for which the applicant is seeking funding and file a separate FCC Form 471 for any services to be used on premises. Applicants should type "EDU2011" in the form identifier field of the FCC Form 471 application for the wireless connectivity services to be used off-premises. Applicants should also list all of the schools and/or libraries that will be receiving the off-site wireless connectivity services in Block 4 of the FCC Form 471 application. Because potential applicants will most likely

As a district, we file for both priority 1 and priority 2 services. For priority 1 services, we are at a 79% reimbursement.